



COLUMBIA HIGH

1701 Westchester Drive
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	727 Students	
Principal	Shenequa Coles	803-731-8949
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Average	At-Risk
2009	Average	At-Risk
2008	Average	Excellent
2007	Below Average	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
3	3	19	4	3

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	71.6%	66.9%	61.1%	66.9%	70.0%	66.8%
Passed 1 subtest (%)	12.3%	15.7%	21.1%	16.6%	16.2%	18.9%
Passed no subtests (%)	16.2%	17.4%	17.9%	16.5%	13.8%	14.3%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	90.6%	86.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	170	204	202	192
Number of Graduates in Cohort	106	145	140	138
Rate	62.4%	71.1%	70.5%	71.3%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	168	N/A	206
Number of Graduates in Cohort	N/A	110	N/A	144
Rate	N/A	65.5%	N/A	70.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	84.2%	67.6%
English 1	58.8%	53.3%
Biology 1/Applied Biology 2	40.0%	50.1%
Physical Science	30.3%	43.9%
US History and the Constitution	20.0%	31.7%
All Tests	44.9%	48.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=727)				
Retention rate	5.5%	Down from 7.7%	5.0%	3.4%
Attendance rate	92.6%	Down from 95.0%	95.0%	95.0%
Served by gifted and talented program	10.5%	Down from 12.3%	8.1%	12.4%
With disabilities other than speech	11.8%	Down from 14.1%	12.1%	9.9%
Older than usual for grade	10.4%	Down from 13.0%	9.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.7%	Up from 4.3%	0.7%	0.9%
Enrolled in AP/IB programs	31.5%	Up from 24.1%	6.6%	13.0%
Successful on AP/IB exams	13.9%	Up from 8.8%	18.7%	51.7%
Eligible for LIFE Scholarship	23.0%	Down from 25.2%	27.7%	30.1%
Annual dropout rate	2.5%	Down from 3.6%	2.5%	2.5%
Career/technology students in co-curricular organizations	5.4%	Down from 9.0%	5.4%	2.9%
Enrollment in career/technology courses	465	Down from 495	373	419
Students participating in work-based experiences	2.8%	Up from 2.3%	1.1%	7.2%
Career/technology students attaining technical skills	70.5%	Up from 63.7%	77.0%	83.0%
Career/technology completers placed	100.0%	No Change	99.4%	98.4%
Teachers (n=50)				
Teachers with advanced degrees	64.0%	Down from 70.6%	59.1%	61.1%
Continuing contract teachers	68.0%	Up from 60.8%	73.4%	80.6%
Teachers returning from previous year	83.1%	Up from 79.1%	82.6%	86.5%
Teacher attendance rate	93.5%	Down from 94.2%	95.2%	95.5%
Average teacher salary*	\$47,752	Down 2.7%	\$45,233	\$46,884
Professional development days/teacher	7.2 days	Down from 12.0 days	9.9 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 20.6 to 1	24.2 to 1	26.5 to 1
Prime instructional time	84.8%	Down from 88.0%	90.3%	89.3%
Dollars spent per pupil**	\$9,595	Down 6.8%	\$8,451	\$7,804
Percent of expenditures for teacher salaries**	58.0%	Up from 56.4%	55.9%	58.0%
Percent of expenditures for instruction**	60.2%	Down from 62.1%	59.6%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.2%	Down from 82.4%	96.5%	97.3%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	Excellent	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	138	90.6%	840	44.9%	170	62.4%	No
Gender							
Male	62	88.7%	420	40.5%	91	52.7%	N/A
Female	76	92.1%	366	52.2%	79	73.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	17	76.5%	N/A	N/A	N/A
African American	132	90.9%	746	45.2%	164	61.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	47.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	12	33.3%	88	26.1%	14	14.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	73	91.8%	606	46.4%	100	63.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

As we continue to strive for excellence, Columbia High School has upheld our mission of preparing every student to be successful by providing challenging, educational experiences for all students in a positive learning environment. Under our current dedicated leadership team, we have renewed our commitment to capitalizing on the collective efforts of our students, staff, and community members to face our challenges with optimism and pride and emerge as a beacon for academic excellence and educational opportunities.

During this school year, we have worked diligently to enhance our programs of study as we fortify our status as Richland County School District One's premier Science, Technology, Engineering and Math (STEMs) theme school. We have continued to provide our students with real-world experiences to enhance their preparedness for our global 21st century with access to advanced coursework in the following academies: Biomedical and Health Science, Engineering, Mathematics, and Finance. Through the ongoing, collaborative efforts of our stakeholders, we have strengthened our partnerships with local businesses and organizations and will continue to foster more for the benefit of our students.

With academic excellence being our primary focus, Columbia High School has incorporated and refined our professional learning teams and has provided site-specific professional development opportunities to ensure a viable and effective, technology-infused instructional program where all students can be successful at high levels of expectations. We have continued to embrace the High Schools That Work school-reform initiative, focusing on the ten key practices for increasing student achievement.

Throughout the year, we have maintained our focus on improving student performance on all standardized tests such as HSAP, EOC, SAT, ACT, and PSAT tests. We have incorporated a variety of opportunities to address the diverse needs of our students such as regularly scheduled enrichment and test preparation sessions, after-school tutorials, small group sessions, in-class emphasis, online resources as well as Saturday sessions.

We understand the importance of a comprehensive high school experience, and encourage our students' participation in co-curricular activities. Their outstanding levels of participation in FBLA, JROTC, Student Council, wrestling and other athletics have garnered several awards, recognitions and opportunities for national competition.

We appreciate the assistance of our community stakeholders in making 2010-11 an outstanding school year. Many challenges and opportunities still lie ahead of us. We are committed to the team effort of pursuing all avenues that will help us to realize our school's mission and achieve our organizational goals.

Bernadette Thrower, SIC Chairperson Shenequa Coles, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	79	65
Percent satisfied with learning environment	55.8%	55.7%	73.3%
Percent satisfied with social and physical environment	68.6%	64.6%	75.0%
Percent satisfied with school-home relations	36.5%	81.0%	66.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

No

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	193	99.0	21.6	34.7	25.1	18.6	51.5	58.2	68.0	No	Yes
Male	98	99.0	28.2	34.6	23.1	14.1	46.2	53.5	63.1	N/A	N/A
Female	95	98.9	15.7	34.8	27.0	22.5	56.2	62.6	73.1	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	86.7	79.4	I/S	I/S
African American	178	98.9	20.8	34.4	26.0	18.8	52.6	50.8	51.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	52.9	83.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.1	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	28	100.0	65.2	26.1	8.7	N/A	13.0	18.3	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	31.3	45.1	I/S	I/S
Subsidized meals	140	99.3	21.0	41.1	21.0	16.9	46.8	47.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	192	98.4	33.5	35.3	23.4	7.8	44.3	50.3	62.3	No	Yes
Male	98	98.0	34.6	39.7	20.5	5.1	39.7	48.6	61.4	N/A	N/A
Female	94	98.9	32.6	31.5	25.8	10.1	48.3	52.0	63.2	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	82.9	75.3	I/S	I/S
African American	177	98.3	31.8	36.4	23.4	8.4	44.8	41.6	42.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	52.9	84.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	28	100.0	69.6	21.7	8.7	N/A	8.7	16.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	34.4	47.1	I/S	I/S
Subsidized meals	140	98.6	37.1	35.5	18.5	8.9	41.9	39.9	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	193	94.3	81.9	11.0	2.2	4.9	7.1	N/A	N/A	N/A	N/A
Male	98	91.8	86.7	8.9	1.1	3.3	4.4	N/A	N/A	N/A	N/A
Female	95	96.8	77.2	13.0	3.3	6.5	9.8	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	178	94.4	82.7	11.3	1.2	4.8	6.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	28	78.6	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	140	95.0	85.0	9.0	1.5	4.5	6.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	183	95.1	22.1	37.6	27.5	12.8	56.4	58.5	65.9
	2011	193	99.0	21.6	34.7	25.1	18.6	51.5	58.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	182	98.4	22.1	41.6	24.0	12.3	50.0	52.1	62.3
	2011	192	98.4	33.5	35.3	23.4	7.8	44.3	50.3	62.3

* Adjusted to account for natural variation in performance.